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AUTHOR Johnson, Marilyn; Richardson, Mary Sue
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ABSTRACT

This paper describes the Project for Training Counselors of Women, a project designed to identify existing innovative practices and curriculum models for training counselors of women. A history and rationale for the project is followed by a presentation of six selected models, with names and addresses of model developers included in the appendices. Descriptions of the models range from single elective courses to comprehensive graduate training programs, including: (1) a master's level specialization in counseling women; (2) a doctoral program specializing in career development and multiple role planning; (3) a one-month summer institute in counseling girls and women; (4) an internship program; (5) a developmental instructional model; and (6) a developmentally-oriented course for counseling girls and women over the life span. The report concludes with a discussion about the implementation of the principles for counseling/therapy with women through each model, the general issues raised by each model, and curriculum innovations in graduate counseling programs. (Author/NRB)

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Models for Training Counselors of Women:

Report of the Division 17 Committee on Women Task Force on Training for Counseling Women

Marilyn Johnson & Mary Sue Richardson
Committee on Women CoChairs

Task Force Members:
Christine Courtois
Helen Farmer
Marilou Butler Kincaid
Eileen Nickerson
Louise Christian
Patricia Wolleat

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INTRODUCTION

The decade of the 1970's has seen a growing recognition of the effects of sex-role stereotyping on women and men. A number of studies from Broverman et al (1970) through Orlinsky and Howard (1980) have demonstrated that psychologists frequently exhibit the same sex role biases toward women as the rest of society. This behavior becomes especially critical when one considers that the majority of consumers of counseling and psychotherapy services are still women and the majority of providers of counseling and psychotherapy are still men. Has our increased knowledge led to a decrease in the existence of bias in counseling? The literature presents a mixed picture (Marecek & Johnson, 1980; Orlinsky & Howard, 1980).

The major effect of the efforts of the last decade has been to raise the consciousness of counseling psychologists and others in the helping professions. Most of us now concede that changes need to be made in the way we train counselors to work with women. Worrell (1980) has pointed to four factors which relate to the required changes: (1) the new data base in research in the psychology of women and sex roles; (2) an emerging client population desirous of non-traditional counseling; (3) counseling procedures developed to fit the special needs of women and their concerns; and (4) special standards and codes to assess counseling of women.

Where do we start? How do we proceed? What should we do differently? It is our purpose here to report on the Project for Training Counselors of Women sponsored by the Division 17 Committee on Women. This project aimed at identifying models of training counselors of women which in diverse ways respond to the four factors described by Worrell. In this report is included a history and

rationale for the project (pages 2 to 4) a presentation of the identified models, pages 4 to 28) and a discussion of major issues raised by the models (pages 29 to 37). We hope that this report and the activities related to its dissemination will serve as a stimulus for an ongoing creative process of change in our approaches to the training of counselors of women.

HISTORY OF PROJECT

During the academic year 1977-1978, the Division 17 Committee on Women (at that time ad hoc), chaired by Clara Hill and Laurel Oliver, initiated a project to develop a set of principles for counseling/therapy of women to guide practitioners in the field. As a result of their project, a set of principles was developed and subsequently endorsed by Division 17 as well as by several other divisions of APA and other professional organizations (see Appendix A for Principles for Counseling/Therapy with Women). In order to further implement these principles, the current co-chairs of the Committee, Marilyn Johnson and Mary Sue Richardson, initiated a second-stage project to develop models for training counselors of women. The focus of this project was guided by the rationale that, in order to competently counsel women according to the Principles for Counseling/Therapy with Women, counselors and counseling psychologists required solid academic and training experiences in the knowledge, skills and attitudes encompassed by the Principles. Thus, our focus was on implementation of the Principles through training.

Careful consideration of the Principles reveals that the acquisition of new knowledge, new skills and (often) new attitudes is required before they can be embodied in counseling practice. It is our belief that the Princples cannot be implemented by individuals exposed to an isolated course on psychology of women

or counseling of women. A series of courses allows students to learn, for example, how knowledge of research on developmental issues in women leads to implementation of specific counseling skills in counseling women, and often leads to the uncovering of the student's attitudes about these issues.

The current project, initiated in the academic year 1979-80, sought to identify innovative practices and curriculum models already developed in the field, and to select a diverse set of models representative of the best and/or most innovative practices in the field. A call for papers describing such practices and models was issued in Fall, 1979. From more than 30 submissions, six models were selected. The selection process was guided by several considerations. First, we wished to select models with sufficient diversity to be applicable to a broad range of training programs. Second, with few exceptions, our selection was geared to those models with a programmatic emphasis and/or those with a particularly innovative approach to integrating knowledge about the psychology of women with counseling practice. By programmatic emphasis we mean that some indication is given of the role or place of a particular course or training experience in the context of a total training program.

It is important to note that our basic strategy was to identify models already implemented in the field rather than to design one ideal or a set of ideal models. Our rationale here is a view of curriculum innovation as an organic and contextual process. We considered the presentation of models actually implemented in the fabric and structure of institutions, departments, and programs to be more useful to others than ideal types. Their strengths and their limitations and imperfections can be viewed as a guide to the adaptation of these and similar models in other institutional contexts.

Model developers, whom we now refer to as the Division 17 Committee on Women

Task Force on Training for Counseling Women, met with the Committee Co-Chairs in Chicago in May 1980. In an intensive two-day work session, we reviewed the models, discussed general issues in the training of counselors of women, planned an A.P.A. presentation of the models, and discussed directions for work in this area.

MODEL DESCRIPTIONS

The model descriptions which follow in this section of the report present the basic rationale and structure of each model. We recognize that these descriptions are necessarily sketchy and that many who read this report will be interested in more detailed information (e.g. course outlines, bibliographies, program brochures, results of evaluation studies, etc.) about specific models. For those interested in further information, please contact model developers directly. Names and addresses of model developers are included in Appendix B.

Counseling Women: A Graduate Master's Degree Specialization for Training Mental Health Professionals to Work with Women

Eileen T. Nickerson, Ph.D.,

Oliva, M. Espin, Ph.D., Mary Ann Gawelek, Ed.D., and Patricia Arrendondo-Dowd, Ed.D.

Counseling Psychology Program
Boston University
Boston, Massachusetts

INTRODUCTION

There is abundant evidence that the current helpers of women are not so helpful to women after all. Presently, existing training programs for the most part have been inadequate and insufficient in training non-sexist professional helpers of women, and appropriate, specially designed training programs for women professional helpers are desperately needed.

As trainers of prospective helpers of women (i.e., counselors), we have been concerned with the development of effective counselors of women who are prepared to abet the more optimal functioning of the women with whom they work. Therefore, in 1978, we proposed to our university administration that they support a Master's level specialization in Counseling Women which would have the following purposes.

(1) To establish a forum for the examination, analysis and discussion of women's developmental issues;

(2) To afford teaching, research and counseling opportunities in women's development to Boston University faculty and students in such fields as counseling, education, psychology and social work;

(3) To provide training and supervision for helping professionals interested in the developmental counseling of women;

(4) To provide developmental counseling and other helping services to women of varying ages and needs in the several counseling components of the University; and

(5) To serve as a "mecca" and "model" for practitioners and scholars everywhere who are involved in women's development and developmental issues.

The aim of the program is to train more effective counselors of women at the masters degree level. The Counseling Women Specialization, hence, reflects the belief that psychologically-oriented educators must take active and responsible steps towards training mental health professionals who are aware of sexism in our society and who bring a feminist consciousness and set of skills to their work with women.

Description of the Specialization

The Master's Degree Specialization in Counseling Women is housed within the Program of Counseling Psychology, School of Education, Boston University.[1] The objective of this specialization is to provide the usual thirty-six credit, full-time, masters' level program in Counseling, including courses such as Counseling Theory and Practice, Group and Family Counseling, Cross-Cultural Counseling, Clinical Practica, Research Methods and Psychological Assessment. This specialization, however, also contains the following additional unique features:

(1) Practicum internships at placement sites equipped to provide for specialized training and supervision in working with women on women's developmental issues (e.g., Feminist Counseling Centers, Rape Counseling Service, Specialized Women's programs with counseling components, etc.);

(2) Supervision provided at both the internship sites and the university

by experienced women professionals with special expertise in helping women in various ways to optimize their development.

(3) Course content which emphasizes both a comprehensive theoretical understanding of women's development and developmental issues; as well as the acquisition of non-traditional skills, specifically developed for working with women. All the students in the Counseling Women Specialization are required to take the following courses. Other Masters students may take the Seminar in Womens' Issues and the course in Counseling Women, but they are not required to do so.

...a two semester Seminar in Womens' Issues, collaboratively taught by the faculty associated with the specialization. The seminar emphasizes theory building and research issues involved in womens' development and optimizing this development;

...a semester course in Counseling Women directed by program faculty which employs a developmental framework in examining contemporary counseling interventions and experientially evolving more functional ones;

...and a two semester clinical practicum, again led by the programs' faculty in which the students' practicum experiences with their women clientele of all ages and circumstances are explored, critiqued and supported. All of the Masters students are required to take Clinical Practice though the focus and faculty varies.

(4) The internship and didactic aspects of the program are, as noted above, coordinated, taught and supervised by the faculty advisors associated with it (namely Professors Nickerson, Gawelek, Espin and Dowd) who all have specialized expertise in the area of women's developmental issues and strategems for remediation.

(5) A year-long continuous evaluation of the specialization's effectiveness

in terms of our goals and objectives and in comparison with the usual masters' degree program.

1980-1981 is the second year and second group of women graduate students in the program. We retained essentially the same format which worked so well the preceeding year. Additionally we did the following:

- increased the numbers in our program from ten students to fifteen candidates;
- reached a larger audience of women candidates for training;
- involved our group of associated women faculty more fully in the Seminar in Women's Issues as well as funding and other collaborative efforts;

Our future plans include efforts to:

- obtain outside (non-university) funding for the program and several planned corollary research projects and
- commence the planning for a doctoral level specialization in Counseling Women.

Relationship of the Specialization in Counseling Women to the Usual Masters in Counseling Programs:

All of the masters students in counseling take a minimum of one academic year (thirty-six credit hours) of full-time graduate study with courses in Clinical Practice, Counseling Philosophy and Theory, and Research, as well as two semester supervised field placement. The balance of their program is determined in consultation with their faculty advisor and in accordance with their previous course and field work as well as future plans. Those students in the Counseling Women Specialization plan their program as noted above with the faculty associated with the Specialization, as well as receive supervision and training from them and from the specially trained placement site personnel

in placement sites which reflect and respect the philosophy and orientation of the Specialization. They also are required to include the Seminar in Womens Issues and courses in Counseling Women in their program. For other students, this is optional.

Summary

The enthusiastic response to our efforts on the part of graduate students, faculty here at Boston University and elsewhere has been documented in our evaluation reports. The model we have presented here is one which could be im plemented in all counselor education and counseling programs in this country with minimal additional expense and personnel. We know that the need for a specialized approach to the training of helpers of women exists, and we also believe that the desire and womanpower to affect such programs does as well.

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[1]Brochure describing the Counseling Women Specialization, the 1979-1980 evaluation report of the Counseling Women Specialization, a bibliography of dissertations, articles and texts authored by the Counseling Women faculty and students associated with the program, and course materials are available upon request to Eileen Nickerson.

Ph.D. Program in Counseling Psychology Specialization in Career Development and Multiple Role Planning

Helen Farmer
Counseling Psychology Program
Univeristy of Illinois
Urbana, Illinois

The doctoral program described in this report is one of three identified areas of specialization within the Counseling Psychology Ph.D. Program at the University of Illinois at Urbana. This specialization is unique in the following ways: a) it is the only identified program in counseling psychology at the doctoral level which specializes in the counseling needs of women in the area of life planning; b) it is unique in its attempt to focus on sex fair 'life planning' for both sexes; and c) it is unique in its focus on career development theory and practice within the context of a full range of counseling concerns.

Multiple role planning is an important aspect of career and life planning for persons in a society where both men and women are engaged in careers and homemaking. Not only are the roles of homemaker, parent, and careerist important, but also the roles a person plays related to leisure and personal time. Training counselors to help persons plan for optimization of these roles over the life span is a major emphasis in this doctoral specialization. Training counselors to facilitate womens' full entry into a career role and mens' full entry into a homemaking role, integrated with their other life roles is a program goal.

Although this doctoral specialization is not 'mainstreamed' in the sense defined by Johnson and Richardson in the dicussion section of this report, it is one of three specializations within the larger Counseling Psychology program at the University of Illinois. Two of our six counseling faculty (H. Farmer & L. Harmon) teach the required courses and advise students in the specialization.

A brief overview of the Counseling Psychology doctoral program follows in order to place the specialization in perspective.

Students are admitted to the Ph.D. program in Counseling Psychology after they have completed an M.A. degree. Students lacking specific prerequisites are expected to make them up in addition to fulfilling the requirements detailed below. In consultation with a faculty advisor, each student develops a program of study composed of a minimum of 16 units (each unit=4 semester hours) plus the research tool sequence.

1. FOUNDATION COURSES: 3 units required

   Professional seminar; communication theory; problem-solving; life enhancement skill; and life span development.

2. AREA OF SPECIALIZATION: 6 units required
3. ELECTIVES: at least 1 unit or more as needed to complete an approved course of study.
4. RESEARCH DESIGN AND METHODOLOGY: a sequence of four courses or equivalent competencies in statistics and research methodologies.
5. DISSERTATION: 0 to 8 units may be earned; however, no more than 6 units may be counted toward the 16 required for an approved course of study.

Areas of Specialization

Students take 6 units of credit in one of three areas of specialization (Career motivation and multiple role planning, organizational dynamics and consultation, counselor education). Typically these units consist of one or two required courses, a practicum experience, 1 unit from a list of relevant options and 2 units of counseling internship in an approved setting. In addition, the student's dissertation will be completed on an issue appropriate to the selected area of specialization.

For purposes of this report only details on the first specialization are provided.

The specialization in career development and multiple role planning has two required courses.[2] One, Applications of Sex Role Theory to Counseling, integrates theory and research on the psychology of women and relates these to counseling practice. This course is open to other students and typically draws participants from several departments in the college as well as students from Psychology and Social Work. The second required course is a research seminar on Life Long Career Development. Several assumptions underlie these courses: 1) Each person has a unique set of talents, needs and goals, 2) Life satisfactions are dependent on life planning which takes these talents, needs and goals into account, 3) Counseling Psychologists can help individuals with life planning problems, 4) Research forms the basis for counseling practice, and 5) An individual's needs, talents and goals are viewed as independent of gender.

Elective courses are available to students relevant to this area of specialization in the Departments of Social Work, Sociology, Psychology, Economics and Law. Topics covered by electives in these departments include labor market participation of women and men, equal rights legislation, the sociology of human fertility, employment discrimination, and sex-fair psychotherapy.

Practica training is supervised by the specialization faculty utilizing campus and community training sites which offer a range of client types and problems. Internship settings are sought which include supervisors trained in sex fair practices.

At a time in our history when society is changing rapidly in regard to sex roles, family life, and employment, Counseling Psychologists need to be informed on the implications of these changes for counseling. As sex role flexibility

and sex equity become more a part of the fabric of our society there will be less need for a special program or course focused on "differences". However, there will continue to be a need for Counselor Education which is sex fair. Faculty in the Counseling Psychology Program at the University of Illinois anticipate a time when their program will be "mainstreamed", sex fair in all its aspects.

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[2]Course descriptions are available on request to H. Farmer.

Training Counselors of Women: An Institute Model

Marylou Butler Kincaid
University of Pennsylvania
and
College of Santa Fe

Introduction

This training model is a one-month Summer Institute in Counseling Girls and Women offered by the Graduate School of Education's Psychology in Education Program at the University of Pennsylvania. The Institute is offered under the auspices of the Center for Psychological Service in Education, a newly established administrative unit in the Graduate School of Education which was set up as a vehicle by which special programs such as the Institute could be offered and through which requests for psychological services from the community could be handled by graduate students in School and Counseling Psychology working under faculty supervision.

The Summer Institute is an innovative model for counselors of women in several ways. First, it integrates three essential components - psychology of women, counseling women, and organizational and program development - thereby encouraging counselors to be involved in direct and indirect service functions and to view themselves as psychoeducators rather than remedial counselors. Second, it appeals to both graduate students in training and practicing counselors in the field who recognize the need to educate themselves to work with girls and women. Third, it draws students in related disciplines such as social work and nursing who wish to acquire the knowledge and skills needed for working effectively with girls and women. Thus, it provides an opportunity for staff development for previously-trained counselors and other mental health professionals. Finally, it serves an income-producing function for programs which may be experiencing some decline in tuition income, especially during the summer months.

Institute Description

The objectives of the Institute are as follows:

1. The Institute will examine and evaluate both traditional and contemporary approaches to counseling girls and women. Participants will explore the infusion of feminist values in various counseling approaches and evaluate and develop both direct and indirect psychoeducational programming.

2. Participants will become familiar with the literature on sex bias in education and counseling and examine their attitudes towards females.

3. Participants will develop several areas of competencies including (a) a cognitive understanding of the developmental needs and issues of women in general as well as various subgroups of girls and women; (b) an effective understanding of how societal forces have served to limit female development; (c) helping skills aimed at optimizing women's development including individual and group counseling, program planning, and systems analysis and intervention; and (d) skills for evaluating materials, procedures, and tools used in the helping process, such as career information and interest measures.

The Institute consists of the following course units:[3]

-Education 581: Psychology of Women critically explores traditional and contemporary theories and research on the psychology of women and relates these to relevant professional and educational practices. Topics include female physiology and sexuality, sex differences in biological functioning and socialization, cognitive-intellectual development of women, impact of feminism, and future directions for research. Participants will develop a research proposal on some aspect of the psychology of women which can be carried out in their own professional settings.

-Education 785(a): Advanced Counseling Skills with Girls and Women includes skill development in the areas of personal and career counseling, as well as training in specialized group skills related to women's concerns, such

as assertiveness training and consciousness-raising. Participants will develop individual, group and couple counseling skills through simulated and actual counseling sessions and evaluate their own skill development through audio- and video-taping.

-Education 785(b): Organizational and Program Development for Girls and Women helps participants identify and learn skills to combat sex-role stereotyping in their institutions. Analysis will be made of formal and informal power structures, decision-making processes, styles of effective leadership, and the climate for change within participants' institutional settings. Participants will design a program to be implemented in their own work settings or communities to improve the environment for females.

The Institute is scheduled for four weeks with each course unit meeting two hours each day for four days each week. This is exactly comparable to the in-class time for courses during the regular academic year and gives the students a three-day weekend for reading and project preparation. Course syllabi are available prior to the start of the Institute for early reading and the students are given two weeks following the conclusion of the program for the completion of final projects. Participants may enroll on a credit or non-credit basis and can elect to enroll in only one or two of the three instructional units.

Relationship of Institute to Total Program

The Summer Institute was set up as an expansion of the Psychology of Women course that has been offered during the academic year in the Graduate School of Education since 1974. The Institute courses are taken as electives by students from a broad range of professional programs (Education, Nursing, and Social Work) who are motivated to pursue an in-depth study of the psychology and counseling of women.

Although the faculty view the Psychology of Women course and the Summer

Institute as supplementary elements of a student's education, many do urge their advisees, especially those with an interest in women's issues, to sign up. Students, on the other hand, especially those at the doctoral level, view course work in the psychology and counseling of women as a necessary part of their graduate training. In response to student requests in the last several years, a number of practicum placements have been developed for those students with a special interest in women's issues at community or campus women's centers and doctoral students can now complete a year-long internship at the Feminist Therapy Collective, Inc., in Philadelphia. Furthermore, a number of research proposals developed in the Psychology of Women course or the Summer Institute have evolved into dissertation studies or projects for the Department's research seminar in Counseling Psychology.

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[3]Copies of the course syllabi and bibliography are available from the author upon request.

An Internship Model for Training Counselors of Women

Louise C. Christian
Simmons College Career Planning and Counseling Center
Boston, Massachusetts

The Simmons College Career Planning and Counseling Center is a training site for psychology interns who want to gain knowledge, skills, and experience in counseling late adolescent and adult women. The training program consists of didactic seminars on the psychology of women's development and the translation of theory to practice with women. In addition, the program encourages the examination of ways in which the trainees' perceptions of themselves and others affect their counseling work with women. Each segment of the program integrates the practical with the theoretical, the didactic with the experiential, and the professional with the personal experiences of the interns.

A strength of the training program lies in the diversity of theoretical orientations of the staff. While the staff is committed to the developmental approach to counseling women, their understanding of development is colored by their own training in psychoanalytic, cross cultural, and cognitive-developmental psychology. The staff is committed to understanding and synthesizing these psychological perspectives on women's development.

Six interns per year (masters', doctoral and post-doctoral students) come to the training program from Boston-area graduate programs in counseling and psychology. These graduate programs vary widely in their theoretical orientations and in their understandings and teaching of women's development. Interns are chosen for training who have had diverse life experiences and who differ in their perspective on women, development, and appropriate therapeutic goals. The variety of attitudes toward women among the trainees and the range of psychological orientations of their graduate programs create a rich diversity in the training group at the Counseling Center.

Description of Training Model

Interns are required to spend at least twenty hours each week throughout the academic year at the Counseling Center in clinical practice (direct service to clients, outreach programming, and research), supervision (individual and group) and training.[4] The three weekly training sessions are a seminar on outreach services, a process group and a seminar on theory and research in women's development. Data from the clinical practice of the interns is used as content in each of the training components.

Training goals reflect attention to the professional and personal learning needs of the intern group. They are:

*teaching of developmental theories and their application to the the psychology of women

*translation of psychological theories of women's development to counseling practice

*training in sex-fair counseling practices as described by The Principles of Counseling/Therapy with Women

*examination of counselor attitudes, biases and values, toward women as clients

These goals are variously translated to all three training components. This translation to the seminar on theory and research in women's development will be described in detail below.

The Developmental Seminar. The interns and staff meet weekly to examine theories of women's development and the translation of these theories to the practice of short term counseling with women at Simmons College. Four activities have been designed to achieve this goal:

*presentation and discussion of theories of development

*examination of the relevance of theoretical assumptions to women at Simmons College

*identification of the effects of counselor values, attitudes and biases on women clients

*description of innovative counseling techniques which promote development in women

The curriculum of the seminar is divided into three modules. The first module (weeks 1-14) examines developmental theory in practice. Introductory sessions describe the goals and objectives of the seminar, required readings, and general principles which underlie developmental tasks of adolescent and young adult women. These tasks include the development of emotional independence from parents and other adults, peer relationships, sexual identity and expressions, intimacy and occupational choice. Each of the above tasks are studied through staff discussions and a case presentation.

The second module (weeks 15-20) is designed to provide an examination of the effects of values and attitudes on practice in counseling women. Structured exercises and role plays address some of the "hidden agendas" in counseling: the exercise of counselor power and responsibility, sex role stereotyping, and the effects of ethnicity and culture on women's development. The interns are sensitized to how clients' issues as women reflect and affect their own. Their own experiences with mothers, daughters, lovers and friends are addressed as they examine their counseling with women. The information gained from the exercises becomes content for the supervisory sessions.

The task of third module (weeks 21-30) is for each intern to formulate, implement and evaluate a research project which examines how theoretical assumptions of women's development influence counseling practice. The research may be descriptive or experimental. It must, however, provide a new direction in the practice of counseling women. Research results and implications for theory and practice in the psychology of women are incorporated in the staff training for the following year.

Relation of Program to Academic Curriculum

The Counseling Center is a free-standing training site, attracting students from a variety of graduate programs. A few graduate programs offer a course in the psychology of women, whereas one program (see Nickerson) is focused solely on training counselors of women. The amount and nature of academic teaching and training in women's development offered by these programs varies. In addition, these graduate programs in and of themselves are not able to offer their students the opportunity for an indepth and extensive translation of theory to clinical practice. This intern training program offers its students the opportunity for a focused examination of theories, assumptions, and skills in practice with women.

We have been able to draw on the expertise of psychologists in the community as teachers, case consultants, and researchers. We appreciate their participation in our program as they share their knowledge, skills, and understandings of themselves as counselors of women.

Summary

The Simmons College intern training program provides its trainees with the opportunity to examine theories of women's development and its translation into clinical practice. As we apply our understandings of the psychology of women to the training program, we begin to develop principles of theory and practice in supervising and training counselors of women. It is these supervising and training practices which must be translated, examined, and integrated into other training and clinical settings.

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[4]A more extensive description of the internship program available on request to Louise Christian.

Counseling Women
A Developmental Instruction Model

Christine A. Courtois, Ph.D.
Counseling Center, University of Maryland

Cognitive-developmental theory provided the foundation upon which the course "Counseling Women" was built. Theory was used to provide a conceptual framework within which to place the developmental process of the individual taking the course and the developmental issues involved in counseling women for a variety of concerns.

A major feature of this course was the use of theory at three levels: (1) applied to the instructional process in general and to the course design in particular; (2) applied to the level of cognitive development and complexity of women in general and to the students in this class in particular; and, (3) applied to the counseling process in general and the counseling of women in particular. Theory thus constituted both course process and content.

Course Description

The course was constructed using the developmental instruction model designed by Knefelkamp (1974) and Widick (1975).[5] This model applies the theories of Chickering (1975) and Perry (1970) concerning the development of college students and of Erickson (1968) and Loevinger & Wessler (1970) concerning a more general less age-related population to the instructional method. Perry's model is used the most explicitly. It encompasses nine stages of intellectual and ethical growth. The three main processes for conceptualizing content within these nine stages are: (1) in dogmatic absolutes (dualistically); (2) with a realization of and an acknowledgement of different viewpoints (relativistically); and (3) with and acknowledgement of different viewpoints yet with commitment to a position (relativistically with commitment). Knefelkamp and Widick have developed an

instructional methodology built around the stage of cognitive functioning of the students in the class; the methodology is applied to increase the cognitive complexity of the students. Knefelkamp and Widick have documented that four particular challenges and supports (called variables), diversity, structure, personalism and experience, can be built into a course by the instructor in such a way that they match the developmental state and needs of the students in the course. Applied according to the needs of the students, they promote the personal, intellectual and emotional growth of these students.

An example from the course under discussion will serve to clarity this point. Many of the students who enrolled in "Counseling Women" held stereotypic (or dualistic) views of women, women's roles and of themselves as women in this society. Alternative view points were deliberately presented as part of the curriculum (the variable of diversity) and students were encouraged to examine themselves, other women and women's roles from a variety of perspectives. The diversity was presented gradually so that students were not overwhelmed or overstimulated (challenge offered with structure and support). Students were encouraged to work together on projects as a means of getting to know other women as competent individuals and not only as rivals (the variables of personalism and experience). Most, if not all, of the students in this course changed and/or broadened their perspective on women. For many, increased options and broadened perspectives were a great revelation (and a relief!).

Widick, Knefelkamp & Parker (1975) have suggested that developmental theory also provides an appropriate conceptual framework for the counseling process itself. Furthermore, Knefelkamp, Widick & Stroad (1976) applied the developmental schema to the counseling of women and demonstrated its usefulness to counselors and their female clients. These models were presented and developed in this course.

The course "Counseling Women" stressed the integration of knowledge about the psychology of women and the counseling of women. The psychology of women was ad-

dressed through course readings, lectures and research projects. Emphasis was placed upon empirical or experimental evidence; however, students were also encouraged to read popular and/or theoretical pieces about the psychology of women and women's issues. Students were required to submit papers or to prepare class presentations on topics of particular concern to women and to address developmental considerations, counseling issues and recommended strategies. In-class skill training occurred including exercises, demonstrations, and role plays. The course covered all three competency areas of knowledge, skills and attitudes recommended by the A.P.A. Division 17 Committee on Women.

Relationship of the Course to the Graduate Curriculum

At this time, the course has only been taught at the undergraduate level. Recent research is demonstrating that the developmental schema of Perry is applicable to graduate as well as undergraduate populations and that developmental instruction is appropriate for graduate students (Knefelkamp & Cornfeld, 1977). Developmental instruction has been applied to a number of counseling psychology training courses at the University of Maryland and elsewhere but has not yet been applied to graduate level courses on counseling women or the psychology of women. It merits consideration as a graduate level counseling women course because it offers several unique elements: (1) it provides a model of developmental or deliberate psychological intervention. Students are able to personally experience the intervention and to learn how it is applied; (2) It deliberately fosters a broadening in attitudes and knowledge about women. It challenges stereotypic information through the presentation of alternative information and perspectives and offers support for individual exploration and deliberation. Because women as a population have not been addressed in traditional counseling psychology programs and because they are usually addressed in one specialized course it is important that the course cover knowledge, attitudes, and

skills competencies as extensively as possible. The course emphasizes translating the Principles for Counseling/Therapy with Women into practice. As women's psychology is "mainstreamed" into the total counseling psychology curriculum, this course could provide an extensive introduction to the topic or provide specialized coverage as an adjunct to the main curriculum.

Training in developmental instruction and design is necessary to construct a course such as this one. Such training is available through several graduate training programs, special workshops and has been described in the literature (Knefelkamp, 1974; Widick, 1975; Widick, Knefelkamp & Parker, 1975). Because of its unique process design, this course is easily adaptable to a wide variety of topics, settings, and curricula.

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[5]Course description, syllabus, and bibliography available on request to Christine Courtois,

A Developmentally-Oriented Course on the Counseling of Women: Counseling Girls and Women Over the Life Span

Patricia L. Wolleat

Professor of Counseling and Guidance
University of Wisconsin-Madison

Preparing counselors from K-12 educational settings for the counseling of women is a task quite distinct from training therapists, crisis workers, or paraprofessionals. Within school counseling the possibilities for designing total intervention approaches around principles of healthy psychological functioning and development are virtually without limits. However, programming for the female school-age population requires a special set of skills which complement a philosophical orientation emphasizing the potential of counselors to affect directly and indirectly the emerging attitudes and competencies of young women.

Harnessing all of the potential for facilitating the development of self esteem and environmental mastery among school-age girls is dependent upon counselors' understanding how sex role socialization operates from birth onward to influence the psychological well-being and economic productivity of all females. Thus, in order to be sufficiently prepared for the task of meeting the needs of all students, school counselors and trainees must be exposed to a curriculum which focuses on the forces which uniquely shape the lives of women.

One approach to implementing this perspective into the counselor preparation curriculum is through a special topics course. The course, "Counseling Girls and Women over the Life Span", described below, represents one model for such a course.

In developing this course on counseling females for an audience comprised primarily of school counselors, the following assumptions were made:

1. The discipline of the psychology of women is now sufficiently developed to serve as one foundation for counseling women.
2. Counselors should be knowledgeable about the entire life span of female

development. They should be informed about the course of development of individual sex role attitudes as well as about the forces which shape women's lives at each stage.

3. Counselors of school-age girls should develop multiple modes for intervention, including group counseling, training, and consultation.
4. The focus of school counselors' efforts regarding females should be developmental rather than remedial.
5. Consciousness raising and attitude change are not sufficient as goals for an academic course in counseling women. Counselors should become proficient in the use of action-oriented strategies to influence the total context in which girls and adult women live out their lives.

Course Description

"Counseling Girls and Women over the Life Span" is a semester-long special topics course which meets three hours per week for 15 weeks.[6] In the Department of Counseling and Guidance at the University of Wisconsin-Madision it is likely to be the only systematic exposure to issues in the counseling of women. However, it is not a required course.

This course is designed for the professional counselor. Participants are screened for their experience in counseling. There is so much female-specific content to be learned that to instruct students also in general counseling technique would detract from the overall objective. It is assumed that all students in the course have a general graduate level knowledge of counseling theory and techniques, but little formal exposure to gender-related issues. It is interesting to note, however, that many students after completing the course, indicate that they have also learned a great deal about counseling in general!

The course is approached from a life span development perspective. The major life tasks faced by women at various stages of development are described and

counseling interventions which are appropriate for each of these stages are proposed. The psychological factors which enter into identity development at each stage receive particular emphasis. Unfortunately, although developmental psychologists have been able to describe the characteristics of women at the various stages, they offer little by way of explanation for the identity and sex-role developmental processes.

Although I believe that "awareness" is an important competency in counseling females and do spend some time in activities designed to heighten awareness of sexism, this aspect of the course is given less emphasis than others might recommend. My rationale for doing this is related to an assessment that there usually are many opportunities in counselor preparation to examine one's personal feelings and values, but there is usually little opportunity to deal with the cognitive/informational or behavioral aspects of gender-related issues. Further, information and understanding set the stage for increasingly deeper levels of awareness.

Reaching the goal of mainstreaming will require that all counseling faculty members are broadly and substantially informed about the psychology of women and the counseling implications. The very existence of the Task Force on Models for Training Counselors of Women implies that counseling women has not yet reached that status in counselor preparation programs.

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[6]Course outline and bibliography available on request to Patricia Wolleat.

DISCUSSION

The first thing one notices about these models is their diversity and their range - from single elective courses to comprehensive graduate training programs both academic and applied. The models provide a range of possibilities and represent a range of commitments from which programs can choose to prepare counselors of women. Our discussion here will focus on implementation of the Principles for Counseling/Therapy with Women through the respective models, on a number of general issues raised by consideration of these models, and on a perspective for implementation of curriculum innovation regarding counseling women in graduate counseling programs.

Implementation of Principles

In general it can be stated that all of the models effectively implement the main thrust of the Principles for Counseling/Therapy with Women, albeit with diverse emphasis and methods. While it is not particularly useful or even possible to trace implementation of all principles across all models, we think that it will be helpful to indicate the implementation (or lack thereof) of a number of the Principles in relation to specific models (see Appendix A for complete set of Principles). In this way we hope to illustrate the power of the Principles as guides to curriculum design.

> Principle 1. Counselors/therapists are knowledgeable about women, particularly with regard to biological, psychological, and social issues which have impact on women in general or on particular groups of women in our society.

Clearly one of the strengths of the models is the extent to which each one endorses this principle in the attention given to the need for a basic knowledge base in the social and biological sciences regarding women. What is most interesting, however, is the diversity of emphases apparent in the models' definitions of this knowledge base. For example, while not necessarily limited to their emphasis, Farmer's model focuses on a knowledge base relevant to life

planning and career development of both men and women, Courtois on a cognitive developmental knowledge base regarding sex roles, Wolleat on development of women during childhood and adolescence, and Christian on developmental tasks of young women during adolescence and early adulthood. Each of these emphases reflects the population of students (or clients) served in the respective training programs. In contrast the knowledge base relevant to this principle which is incorporated in the remaining models (Nickerson and Kincaid) appears to be more general in nature.

It is also apparent that the knowledge base defined in the models emphasizes for the most part female-specific content. Only Farmer's model explicitly considers a broader range of sex-role issues as these relate to the life planning and career development of both men and women. The extent to which the knowledge base (and related skills and attitudes) should be broadened in this way is not solely a question of academic content, but more importantly a major political question. Broadening the knowledge base to include sex-role development of men as well as women shifts our focus from training counselors of women to training counselors of women and men with adequate preparation in the psychology of sex roles. This is a critical issue which merits debate and discussion.

Principle 11. Counselors/therapists are aware of and continually review their own values and biases and the effects of these on their women clients. Counselors/therapists understand the effects of sex role socialization upon their own development and functioning and the consequent values and attitudes they hold for themselves and others. They recognize that behaviors and roles need not be sex based.

This principle also is endorsed across the models with the greatest contrasts in its implementation apparent in models developed by Christian and Wolleat. Whereas Christian explicitly builds into one of the modules in her developmental seminar exercises and discussions designed to highlight sex-role related values, attitudes, and biases as these may influence the counseling process, Wolleat prefers a major

focus on knowledge and skills, indicating that "information and understanding set the stage for deeper levels of awareness",

Principle 3. After formal training, counselors/therapists continue to explore and learn of issues related to women, including the special problems of female subgroups, throughout their professional careers.

The only model expressly designed to deal with the "continuing education" of counselors indicated in Principle 3 is Kincaid's Summer Institute model. Given the rapid expansion of knowledge and skills relevant to counseling women and the ongoing evolution of attitudes towards women's role in society, there is clearly the need to develop further a range of models designed for counselors who have already completed their basic academic preparation.

Principle 4. Counselors/therapists recognize and are aware of all forms of oppression and how these interact with sexism.

While there are passing references in a number of the models to problems of ethnicity and race, none of the models appear to be structured to deal sufficiently with the issues embedded in this principle. We regard this lack as the single most serious limitation of the set of models presented in this report. If we are adequately to serve women of all socioeconomic levels, races, and ethnic backgrounds, if we are to avoid becoming part of a system that oppresses others and if we are to avoid being pitted against other "minorities" in a battle for scarce program resources, it is imperative that we build programmatic models which are far more than "sensitive" to these issues.

Principle 13. Counselors/therapists support the elimination of sex bias within institutions and individuals.

It is in relation to this principle that we believe our models go beyond what can be regarded as a cautiously worded statement. Most explicitly Kincaid's

Institute model includes a course designed to help "participants identify and learn skills to combat sex-role stereotyping in their institutions". Christian's internship program also builds in this emphasis in its outreach component. We believe that curriculum content and field experiences in program development and planned change are necessary and vital ingredients in models to train counselors of women. Social and institutional change are inextricably connected to individual development and change and both foci need to be fully considered in our training programs.

General Issues

A distinctive hallmark of our models is the attempt to integrate knowledge about the psychology of women and counseling women. In some cases, the two bodies of knowledge are integrated within a particular course, i.e. Wolleat's and Courtois' courses on counseling women; in other cases, separate and complementary courses or experiences are built into model programs, i.e. models developed by Farmer, Kincaid, Nickerson, and Christian. In each of these latter programs, teaching about counseling women is complemented by the experience of actual practice. Efforts such as these are to be commended. They provide the opportunity for a stimulating and productive interaction of basic academic psychology and its practical application. It is this feature of models to train counselors of women which has the greatest potential for enriching the entire range of counseling psychology and counselor education programs.

Closely related to the integration of knowledge about psychology of women and counseling women is the linkage between academic programs and field training sites evident in a number of our models, perhaps best exemplified in those developed by Nickerson and Christian. These linkages provide students with the opportunity to connect knowledge of the psychology and counseling of women with practical experience in using these counseling skills. In the selection and development of appropriate field sites, we need to consider the availability not only of an appropriate clien-

tele for our students, but also of field supervisors who are both conscious and cognizant of issues regarding the counseling of women. Models for training supervisors of counselors of women may need to be developed to meet this need. The development of such linkages between academic programs and both practicum and internship field sites should be a major goal of program development and will be well-served by a philosophy which emphasizes sharing and maximizing of resources.

The diversity of the models represented here not only suggests the range of approaches to training counselors of women, but also indicates the opportunity they provide to evaluate the effectiveness of different learning strategies and formats. With what models do which student subgroups learn to counsel women most effectively? Issues to be considered, for example, include the relative effectiveness of a series of courses as compared to a single course, the advantages of a structured developmental approach as in Courtois' model as compared to the more traditional presentation of academic content in other models, and the most beneficial mixture of formal academic coursework and practical field experience. The process of evaluating our programs in all their complexity (see Johnson, in press, for a discussion of issues in evaluating counseling effectiveness) will help to improve our programs and to further our knowledge of the general process of training.

The advantage of viewing women through a developmental lens is apparent throughout the models. Despite the increase in life choices for women, there are certain developmental markers which continue to be important. In our review of the models, we were struck by the focus on developmental theory throughout and by the diversity with which theories of development were utilized. Developmental theory is used to describe life stages and tasks, to focus clinical assessment, to define appropriate interventions, to guide intervention practices of both teachers and clinicians, and to conceptualize cognitive stages and styles.

Clearly, this reliance on developmental theory is characteristic of the field of counseling psychology and represents a current Zeitgeist in psychology in general. The extent to which this offers the most powerful conceptual tool for teaching and training counselors of women remains open to question. Models to train counselors of women need to continually improve their theoretical bases and to both generate and incorporate new and appropriate theoretical orientations.

It was the consensus of the Task Force that one of the most critical issues to emerge from a review of the models was the need to mainstream the knowledge and skills essential for counseling women into graduate training programs. It is obvious that training counselors of women is vital for all counselors who will inevitably work with female clients regardless of their particular focus, orientation and setting. Thus, this training emphasis needs to be more fully integrated into the basic structure of all academic training programs. We define this integration as mainstreaming. In contrast to mainstreaming, specialization is the presentation of single courses or separate programs typically elective, largely independent from, and frequently peripheral to the basic counseling curriculum. In many cases, the offering of special or non-integrated courses is dependent on the willingness and availability of faculty who are interested and competent in this area of expertise. In the absence of such a faculty member, these courses can easily be dropped from the curriculum. None of our models are truly exemplars of mainstreaming. In order to provide adequate training for all counselors of women, we need to develop models which are fully integrated with required course sequences in academic training programs.

This is not to say that specialization courses and programs do not provide a valuable service. It is from specialized programs such as the Ph.D. track at the University of Illinois (Farmer et al.) and the M.A. program in Counseling Women at Boston University (Nickerson et al.) that new developments in the field are likely to emerge. This commentary on the need to mainstream training counse-

lors of women is particularly relevant for those counseling psychology departments and programs which offer only individual elective courses on counseling women. Although such courses certainly represent progress and models specifically geared to innovative ways to teach such courses are valuable, the relegation of these courses to elective choices severely limits the effect we will have on the students who proceed through our training programs.

Closely associated with the need to train all counselors of women is the recognition of the limited number of counselors currently exposed to our programs. While it is not apparent in the model descriptions, discussion among the model developers and with others in the field reveal that relatively few men in comparison to women seek out training in counseling women. Clearly this is a serious limitation. While the reluctance of men to participate in training for counseling women may be alleviated in part by expansion of curriculum content to include sex-role issues relevant to men and by mainstreaming efforts, the bases of this resistance need to be investigated. Further, a range of methods for overcoming resistence need to be both developed and promulgated.

Finally, we would like to emphasize that there are qualifications to our models. They are best viewed as current conceptions and as possible bases for our programs. In no way do we as a group endorse these particular models as the way to train counselors of women. In fact, there is much room for debate and discussion as to the merits of any particular model. It is our hope that these models will stimulate others to develop programs to train counselors of women.

Implementation and Dissemination of the Models.

Many factors, practical and political, determine the level of commitment of academic and applied programs to training counselors of women. While the focus of this document is the presentation of a range of practical (and necessarily limited) solutions and the highlighting of a number of issues which arise out of a review of these current solutions, we are cognizant of the political questions as well. We

consider our attempt here to stimulate curriculum development in the area of training counselors of women within the general context of diffusion of innovation in education. Sociological research on diffusion indicates a broad range of factors which affect the rate at which educational institutions will adopt a diverse range of educational practices and curriculum directions (Miles, 1964; Rogers & Rogers, 1976; Rogers and Shoemaker, 1971). These factors include characteristics of the innovations themselves; i.e. the degree to which an innovation can be adopted on a trial basis, compatability of the innovation with the values and experiences of its adopters, and characteristics of the adopters including individual and institutional characteristics. Clearly adopting or adapting the models presented here is a complex task facing us as educators in the field.

In support of this task, however, we offer several observations and recommendations. We strongly believe that good training for counselors of women meets a strong and growing need among potential students, currently practicing counselors, and a clientele struggling with an ongoing revolution in sex roles. In response to those who dismiss women-centered courses and programs as faddish, we argue that such courses and programs are essential to enable the counseling profession to respond appropriately to a major restructuring of basic sex roles which is and will continue to affect all of our lives. It is a myopic graduate program which fails to build strength in this area. Moreover, we consider program development in the area of counseling women to offer to many graduate programs an opportunity to creatively reconsider, restructure, and revise their approaches to training counselors in general, an infusion of new ideas and practices which will not only draw students but will also engage and stimulate the creative talents of all of those involved in the task.

The task of changing our departments and programs to be more responsive to the need to train counselors of women wil be well served by more detailed descriptions of this process of change. What we have provided in this report

is best seen as a description and review of the outcomes of change. Sharing and dissemination of the process of change as exemplified in Hanson's (Note 1) description of change regarding sex-role issues at the University of Minnesota is a needed corallary to our efforts.

What is evident as a first step is the need to critically evaluate the values and attitudes in each of our respective institutions. A successful program to train counselors of women is likely to be instituted in those departments and programs where it is compatable with the prevailing climate and culture. For this, the presence of feminist faculty and students is essential. Examination of hiring, promotion and tenure policies and practices for faculty and admissions policies and practices for students may well reveal the extent to which a commitment to build the necessary resources for program success is present. If not present, change is required.

For those able and willing to make a commitment to training counselors of women we are hopeful that this report will serve as a resource. We also encourage you to examine special issues of The Counseling Psychologist (1973, 1976, 1979) on counseling women and to contact members of the Task Force directly for further information and resources regarding specific models. Through the Committee on Women, the Task Force also plans to sponsor a convention program and workshop at the annual A.P.A. meeting in Los Angeles, 1981, designed to assist faculty and staff in the process of developing programs to train counselors of women. Other workshops will be offered at regional and local professional meetings. Through these and similar efforts we hope to reach a broad audience and to serve both as a stimulus for change and as an educational resource.

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Principles Concerning the Counseling and Therapy of Women*

Preamble

Although competent counseling/therapy processes are essentially the same for all counselor/therapist interactions, special subgroups require specialized skills, attitudes and knowledge. Women constitute a special subgroup.

Competent counseling-therapy requires recognition and appreciation that contemporary society is not sex fair. Many institutions, test standards and attitudes of mental health professionals limit the options of women clients. Counselors/therapists should sensitize women clients to these real-world limitations, confront them with both the external and their own internalized limitations and explore with them their reactions to these constraints.

The principles presented here are considered essential for the competent counseling/therapy of women.

1. Counselors/therapists are knowledgeable about women, particularly with regard to biological, psychological and social issues which have impact on women in general or on particular groups of women in our society.
2. Counselors/therapists are aware that the assumptions and precepts of theories relevant to their practice may apply differently to men and women. Counselors/therapists are aware of those theories and models that proscribe or limit the potential of women clients, as well as those that may have particular usefulness for women clients.
3. After formal training, counselors/therapists continue to explore and learn of issues related to women, including the special problems of female subgroups, throughout their professional careers.
4. Counselors/therapists recognize and are aware of all forms of oppression and how these interact with sexism.
5. Counselors/therapists are knowledgeable and aware of verbal and non-verbal process variables (particularly with regard to power in the relationship) as these affect women in counseling/therapy so that the counselor/therapist-client interactions are not adversely affected. The need for shared responsibility between clients and counselors/therapists is acknowledged and implemented.
6. Counselors/therapists have the capability of utilizing skills that are particularly facilitative to women in general and to particular subgroups of women.
7. Counselors/therapists ascribe no pre-conceived limitations on the direction or nature of potential changes or goals in counseling/therapy for women.
8. Counselors/therapists are sensitive to circumstances where it is more desirable for a woman client to be seen by a female or male counselor/therapist.
9. Counselors/therapists use non-sexist language in counseling/therapy, supervision, teaching and journal publications.
10. Counselors/therapists do not engage in sexual activity with their women clients under any circumstances.
11. Counselors/therapists are aware of and continually review their own values and biases and the effects of these on their women clients. Counselors/therapists understand the effects of sex-role socialization upon their own development and functioning and the consequent values and attitudes they hold for themselves and others. They recognize that behaviors and roles need not be sex based.
12. Counselors/therapists are aware of how their personal functioning may influence their effectiveness in counseling/therapy with women clients. They monitor their functioning through consultation, supervision or therapy so that it does not adversely affect their work with women clients.
13. Counselors/therapists support the elimination of sex bias with institutions and individuals.

*These principles were endorsed unanimously by the Division 17 Ad Hoc Committee on Women, the Executive Committee of Division 17, and the entire membership of Division 17 during the August 1978 meeting of APA in Toronto as necessary for responsible professional practice in the counseling and therapy of women.

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Participants

Division 17 Committee on Women

1979-1981 Project

Marilyn Johnson, Ph.D.
Chair
Rush University
Student Counseling Center
1743 West Harrison
Chicago, Illinois 60612

Mary Sue Richardson, Ph.D.
Co-Chair
New York University
Department of Counselor Education
400 East Building
239 Greene Street
New York, New York 10003

Christine Courtois, Ph.D.
University of Maryland
Counseling Center
College Park, Maryland 29742

U.S. General Accounting Office
Counseling Career Development Center
Washington, D.C. 20854

Helen Farmer, Ph.D.
University of Illinois at Urbana-Champaign
College of Education
Department of Educational Psychology
Education Building
Urbana, Illinois 61801

Marylou Butler Kincaid, Ph.D.
2929 Camino del Basque
Santa Fe, New Mexico 87501

Eileen T. Nickerson, Ph.D.
Program in Counseling Psychology
SED, Boston University
765 Commonwealth Avenue
Boston, Massachusetts 02215

Louise Christian, Ed.D.
Simmons College
Career Planning and Counseling Center
300 The Fenway
Boston, Massachusetts 02115

Patricia Wolleat, Ph.D.
Department of Counseling and Guidance
Education Building
1000 Bascom Mall
Madison, Wisconsin 53706